

# SPORTS AND SOCIETY CURRICULUM



**Grade Level(s):** 10-12

**Curriculum Author(s):** Kyle Brennan

**Course Description:** Sports and Society is a half-year course in which students will examine the ways in which sports reflect values, trends, and movements in society. Sports are a cornerstone of American culture and form a substantial part of many people's identities -- this reality allows us to use sports as a means by which we can study society's past, present, and future. In this debate-driven class, there will be no room for flimsy opinions like those often seen in sports media. Instead, students will define the criteria that make for a successful, evidence-based argument. Then, students will be challenged to take initiative by organizing the inquiry process from start to finish -- identifying interests, developing questions, performing research, critically analyzing sources, engaging in discussions, and reflecting upon multiple perspectives. Topics in this multidisciplinary study include sports' intersection with social issues, economics, psychology, politics, law, history, geography, media studies, math, and science. *Credit Type: Humanities, .5 Credit*

### Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
<a href="#">Sports, Culture, and Nationalism</a>	To what extent do sports reflect and/or influence cultural values?	Sports can reflect societies by allowing for common cultural experiences and creating a sense of belonging, whether in a small group, a whole nation, or all of humanity.	TCC2(9-12), CCE4, DE4, TI2(9-12), P2, AA2(9-12)
<a href="#">Sports and Social Issues</a>	Should athletes use their platforms to speak out on social and political issues?	Athletes have used their platforms to speak out on social and political issues to various degrees since the 1950s, generating both controversy and change.	CCE1, DE2, TI3(9-12), P2, AA2(9-12)
<a href="#">Sports, Economics, and the Media</a>	What is the most significant economic issue in the sports world, and how should it be addressed?	Economic issues in sports mirror economic issues in the rest of society, including gender pay equality, uneven distribution of income, the influence of labor unions, the growth of gambling, economic rights of college students, and government spending, all of which cause disagreements.	TCC1(9-12), CCE3(9-12), DE1, TI2(9-12), P2, AA4
<a href="#">Sports, STEM, and Health</a>	Have sports changed over the past century for the better or worse?	Sports have changed drastically over the past century, going from leisure-based activities with little regulation, specialized training, or business opportunities into a highly popular, regulated, competitive, and lucrative industry with pros and cons.	TCC2(9-12), CCE4, DE1, TI3(9-12), P2, AA1



## Unit 1 - Sports, Culture, and Nationalism

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.
- **HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people's perspectives.
- **HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can be inclusive and help others in need. **DE4**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can assess my past successes and mistakes to change my approach. **AA2**

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Sports satisfy the human instinct to play, demonstrated by people of all ages in all cultures throughout history.</li> <li>• Modern sports emerged in the mid-1800s and continue to increase in popularity because of increased standards of living, the media, and their appeal to human interests.</li> <li>• Sports can reflect societies by allowing for common cultural experiences and creating a sense of belonging, whether in a small group, a whole nation, or all of humanity.</li> <li>• Sports can play an important role in helping people cope with both personal and national crises.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent do sports reflect and/or influence cultural values?</li> <li>• What differentiates a game from a sport?</li> <li>• Why are sports so popular?</li> <li>• To what extent do sports reflect nationalism and influence international relations?</li> <li>• What factors most likely determine where top athletes originate?</li> <li>• To what extent can sports help people recover from personal and national crises?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Humans play at all stages of life, from infancy to childhood to adulthood to late life, which stems from the human instinct to seek pleasure.</li> <li>• All cultures have valued play throughout human history, from the Mesoamerican ballgame and Roman gladiators to American baseball and Chinese table tennis.</li> <li>• Modern sports developed in the mid-1800s due to industrialization, urbanization, technology, and education, and they continue to increase in popularity because of increased accessibility, media attention, and their satisfaction of human instincts to seek pleasure and shared belonging.</li> <li>• Governments historically have used sports as a propaganda vehicle, which can positively and negatively stoke nationalism, especially during global competitions such as the Olympics and the World Cup.</li> <li>• Government funding, an area's socioeconomic status, and culture can all play a role in producing great athletes in a sport.</li> <li>• Sports can play a major role in national healing from crises, such as baseball's role during World War II, the Miracle on Ice's role during the Cold War, and sports' role after the September 11 terrorist attacks.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings.</li> <li>• take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.</li> <li>• collaborate with classmates to set and achieve goals while developing leadership skills.</li> <li>• critically analyze written and visual sources, considering strengths and weaknesses of the source material.</li> <li>• engage respectfully in discussions, acknowledging similar and different perspectives.</li> <li>• defend an argument using relevant evidence from credible sources.</li> <li>• present the findings of research through clear visuals and speaking.</li> <li>• ask questions to drive learning and challenge the viewpoints of others.</li> <li>• discuss key people, events, and concepts related to sports, culture, and nationalism.</li> </ul>
<p><b>Key Vocabulary:</b> Sigmund Freud; pleasure principle; culture; Mesoamerican ballgame; Roman gladiators; baseball; industrialization;</p>	

communitas; crowd psychology; nationalism; globalism; transculturation; Olympics; Pierre de Coubertin; propaganda; 1936 Berlin Olympics; Adolf Hitler; Jesse Owens; World Cup; World War II; Cold War; Soviet Union; 1980 Lake Placid Olympics; Miracle on Ice; September 11 terrorist attacks; Major League Baseball (MLB)

### Assessment Evidence

#### Performance Tasks:

- **Summative:** Multimedia research presentation on a sport, explaining how it reflects and/or influences its home society. Students will have choice on the topic and format of presentation. **TCC2, TI2, CCE4, P2, AA2**

#### Other Evidence:

- **Interim:** Three-group argumentative project answering the question, "Sports best helped America cope with which event: World War II, the Cold War, or 9/11?" Each group will create a set of artifacts for a gallery walk, which will be used for evidence in a three-way team debate. **TCC2, CCE4, DE4, TI2**
- **Interim:** Mini-debates (one-on-one, two-on-two, etc.) on questions proposed by students and/or essential questions. **TCC2, CCE4, DE4, TI2, P2, AA2**

### Learning Plan

- Teach research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Review positive peer feedback strategies for group activities **DE4**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**

**Teacher Resources:** "Calcio Storico" episode of "Home Game" series on Netflix; ["First Pitch" documentary](#) in ESPN's 30-for-30 series; ["Miracle on Ice" documentary](#) in ESPN's SportsCentury series; [Franklin D. Roosevelt's "Green Light Letter"](#) to MLB Commissioner Kenesaw Mountain Landis; United States Holocaust Memorial Museum [article on the 1936 Berlin Olympics](#) and Britannica [article on Jesse Owens and Adolf Hitler](#); course materials from ["Sports and Society"](#) by Coursera and Duke University; [Nonnewaug LMC databases and resources](#)

## Unit 2 - Sports and Social Issues

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9–12.1** Explain how a question reflects an enduring issue in the field.
- **INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- **INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.
- **CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

#### Common Core State Standards

- **CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can engage others in meaningful conversations while respecting multiple perspectives. **CCE1**
- I can recognize and respect my own feelings and those of others. **DE2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can assess my past successes and mistakes to change my approach. **AA2**



<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Athletes have used their platforms to speak out on social and political issues to various degrees since the 1960s, generating both controversy and change.</li> <li>• Sports figures and organizations have made contributions to the Civil Rights Movement, feminist movement, and movements for other social causes, oftentimes ahead of the curve in other parts of society.</li> <li>• Title IX's passage in 1972 is correlated with an increase in women's access to sports and gender equity, although parts of the law remain controversial to some.</li> <li>• Sports governing bodies at the state, national, and international are struggling to enact rules for transgender women that result in all participants agreeing on a level playing field.</li> <li>• Outcry against cultural appropriation has resulted in many schools and teams replacing Native American nicknames and symbols, while others see the names and images as tributes.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Should athletes use their platforms to speak out on social and political issues?</li> <li>• To what extent is protesting during the national anthem effective?</li> <li>• What role have sports played in gaining rights for black, Hispanic, female, and LGBTQ+ individuals?</li> <li>• Are sports the most equal institution we have in America?</li> <li>• Are the requirements of Title IX and gender equity fair to school-based sports programs?</li> <li>• How should the rights of transgender athletes and other female athletes be balanced?</li> <li>• Should schools and teams be allowed to use Native American nicknames and symbols?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Most athletes prior to the 1960s enjoyed their celebrity status without controversy, but as the counterculture movement grew in the United States, more athletes began to use their platforms in the media and at major events to speak on social and political issues, which generated both controversy and change.</li> <li>• Two of the most notable sports protests happened in 1967, when Muhammad Ali was stripped of his world heavyweight boxing title for refusing his draft appointment to the Vietnam War, and in 1968, when John Carlos and Tommie Smith made a Black Power salute on the podium at the Mexico City Olympics.</li> <li>• Spurred by the feminist movement and athletes like Billie Jean King, Title IX's passage in 1972 banned sex-based discrimination in schools and other programs receiving federal assistance, which boosted equity for women in sports.</li> <li>• There were fewer activist athletes from the 1980s through the early 2010s because most athletes saw that remaining uncontroversial allowed for more economic opportunities,</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Refine criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings.</li> <li>• Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.</li> <li>• Exercise creativity in displaying new learning.</li> <li>• Collaborate with classmates to set and achieve goals while developing leadership skills.</li> <li>• Critically analyze written and visual sources, considering strengths and weaknesses of the source material.</li> <li>• Engage respectfully in discussions, acknowledging similar and different perspectives.</li> <li>• Defend an argument using relevant evidence from credible sources.</li> <li>• Ask questions to drive learning and challenge the viewpoints of others.</li> </ul>

<p>although this has changed in the age of social media.</p> <ul style="list-style-type: none"> <li>• Sports have helped advance the causes of LGBT athletes, although arguably more slowly than other movements. There remains disagreement about the ethics and fairness of allowing transgender females to compete in women's sports.</li> <li>• American teams and schools started using Native American nicknames and symbols in the 1910s, but many institutions have changed since the mid-1990s after activists accused these symbols of being cultural appropriation rather than tributes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write persuasively and effectively to a specific audience.</li> <li>• Reflect upon successes and shortcomings of prior work and use those reflections to inform changes.</li> <li>• Discuss key people, events, and concepts related to sports and social issues.</li> </ul>
<p><b>Key Vocabulary:</b> activism; John Carlos and Tommie Smith; Civil Rights Movement; Muhammad Ali; Vietnam War; counterculture; Billie Jean King; Battle of the Sexes; Babe Didrikson Zaharias; feminism; Title IX; Colin Kaepernick; Pat Tillman; Megan Rapinoe; race; Reconstruction; Jim Crow laws; segregation; Joe Louis; Jackie Robinson; Michael Jordan; Jim Thorpe; Florida State Seminoles; cultural appropriation; sexual orientation; Martina Navratilova; gender; transgender; Renee Richards; Lia Thomas</p>	
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Summative:</b> Persuasive writing piece in which students will address an audience on the question, “Should athletes use their platforms to speak out on social and political issues?” This can take the form of an opinionated media post, a letter to a sports figure, or a different form of the student’s choice. <b>TCC2, TI3, P2</b></li> <li>• <b>Summative:</b> Mid-semester project in which students work with a partner to answer the question, “What was the most significant sports event in history?” They will research to prepare a short visual presentation, and following all presentations, each group will be entered into a bracket-style competition in which they will debate against each other to prove their event was more significant. The rest of the students will determine a winner from each debate until only one event is left standing. <b>TCC2, CCE1, DE2, TI3, P2, AA2</b></li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Interim:</b> Students create a trading card of an athlete, past or present, with the goal of convincing the class that the athlete is one of the four most socially impactful athletes in history. Cards will be presented in one-on-one “speed-dating” format, after which students will create a Mount Rushmore of the top four. <b>TCC2, CCE1, DE2, TI3</b></li> <li>• <b>Interim:</b> Mini-debates (one-on-one, two-on-two, etc.) on questions proposed by students and/or essential questions. <b>TCC2, CCE1, DE2, TI3, P2, AA2</b></li> </ul>
<p style="text-align: center;"><b>Learning Plan</b></p>	
<ul style="list-style-type: none"> <li>• Teach persuasive writing skills, including organization, hooks, word choice, selection of evidence, and attacking counterclaims <b>TCC2, P2, AA2</b></li> <li>• Review research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources,</li> </ul>	



developing guiding questions, and citing material **TCC2, TI3, P2**

- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA2**
- Reinforce positive peer feedback strategies for writing and group activities **P2**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE1, P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE1, P2**

**Teacher Resources:** excerpts from the [“Muhammad Ali” documentary series](#) by Ken Burns; video on the [1968 Mexico City Olympics protest](#) by Vox; Newsela [article on Title IX](#); Newsela [article on national anthem protests](#); The Flip Side [debate materials on swimmer Lia Thomas competing as a transgender woman](#); course materials from [“Sports and Society”](#) by Coursera and Duke University; [Nonnewaug LMC databases and resources](#)

## Unit 3 - Sports, Economics, and the Media

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- **INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- **INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- **CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.
- **ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can create opportunities to extend my learning by remaining open-minded in any situation. **AA4**

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Modern sports' rise with industrialization and capitalism in the mid-1800s started the business of sports, which has grown exponentially in recent decades – and has brought with it a set of economic issues.</li> <li>• Economic issues in sports mirror economic issues in the rest of society, including gender pay equality, uneven distribution of income, the influence of labor unions, the growth of gambling, economic rights of college students, and government spending, all of which cause disagreements.</li> <li>• College athletics, which historically was for student-athletes on scholarship without any other financial benefits, are being forced to give student-athletes more economic rights after decades of controversy and scandals.</li> <li>• The growth of mass media and the internet in large part caused the rapid change of sports from a game to a business, and media continues to be a top driver in the economics of sports.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the most significant economic issue in the sports world, and how should it be addressed?</li> <li>• What impacts will the growth of sports betting have on society?</li> <li>• What economic rights should student-athletes have?</li> <li>• To what extent should the gender pay gap in professional sports be addressed?</li> <li>• Have labor unions made more positive or negative impacts in sports?</li> <li>• Does the media cause more problems or create more opportunities in sports?</li> <li>• Are modern sports too much of a business?</li> <li>• Do professional athletes make too much money?</li> <li>• Should governments provide tax dollars to build sports venues?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Sports were mostly seen as a form of leisure until the early 1900s, when the rise of mass media turned athletes, such as Babe Ruth and Jack Dempsey, into celebrities and sports into a business.</li> <li>• The expansion of radio starting in the 1920s, television starting in the 1940s, ESPN in 1979, and the internet starting in the 1990s all contributed to the growth of sports' popularity and revenue potential.</li> <li>• Owners of most sports teams engaged in anti-competitive practices to hold down player salaries, such as baseball's reserve clause, and provide poor working conditions until players in major American sports leagues began to unionize in the 1950s.</li> <li>• Although athletes' salaries have skyrocketed since unionization, many feel as though owners hoard too much sports revenue through measures such as salary caps, and disputes between players and owners often cause labor strikes or lockouts.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Refine criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings.</li> <li>• Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.</li> <li>• Collaborate with classmates to set and achieve goals while developing leadership skills.</li> <li>• Critically analyze written and visual sources, considering strengths and weaknesses of the source material.</li> <li>• Engage respectfully in discussions, acknowledging similar and different perspectives.</li> <li>• Defend an argument using relevant evidence from credible sources.</li> <li>• Ask questions to drive learning and challenge the viewpoints of others.</li> <li>• Role-play to understand how the American legislative process</li> </ul>

<ul style="list-style-type: none"> <li>• Sports owners and leagues take many steps to increase revenue, such as relocating teams to growing media markets in the Sun Belt of the South and West, marketing more heavily overseas, selling more advertising, and negotiating enormous media rights deals.</li> <li>• Female athletes have historically received less pay than male athletes for a variety of reasons, many of which are controversial, but women's tennis was the first sport to secure equal prize money starting at the 1973 U.S. Open, and the U.S. women's national soccer team did the same in 2022.</li> <li>• A Supreme Court decision in 2018 allowed states to legalize sports betting, changing the way sports are marketed and causing concern for opponents.</li> <li>• The NCAA changed its longtime amateurism rules in 2021, following several Supreme Court rulings, to allow student-athletes to monetize their name, image, and likeness, which both grants students expanded economic rights and causes controversy about potential recruiting advantages.</li> </ul>	<p>works.</p> <ul style="list-style-type: none"> <li>• Develop probing questions designed to learn new information and elicit desired responses.</li> <li>• Reflect upon successes and shortcomings of prior work and use those reflections to inform changes.</li> <li>• Discuss key people, events, and concepts related to sports and economic issues.</li> </ul>
<p><b>Key Vocabulary:</b> capitalism; mass media; Babe Ruth; Jack Dempsey; ESPN; competition; supply and demand; reserve clause; salary cap; revenue sharing; National Football League (NFL); labor union; strike; lockout; media market; Sun Belt; conference realignment; Women's Tennis Association (WTA); gender pay gap; National Collegiate Athletic Association (NCAA); sports betting; fantasy sports; point shaving; name, image, and likeness (NIL)</p>	
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Summative:</b> Students will participate in a mock Congressional hearing on the question, "What is the most significant economic issue in the sports world, and how should it be addressed?" Students will receive different roles based on their interests, and they will be divided into Congresspeople asking questions, witnesses giving testimony, and writers in the audience who will opine on which issue was most compelling. <b>TCC1, CCE3, DE1, TI2, AA4</b></li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Interim:</b> Interview a current or former college student-athlete and use those conversations, along with some research, to participate in a soccer ball Socratic seminar on the question, "What economic rights should student-athletes have?" <b>TCC1, CCE3, DE1, TI2, AA4</b></li> <li>• <b>Interim:</b> Mini-debates (one-on-one, two-on-two, etc.) on questions proposed by students and/or essential questions. <b>TCC1, CCE3, DE1, TI2, P2, AA4</b></li> </ul>
<p style="text-align: center;"><b>Learning Plan</b></p>	

- Teach interviewing skills by harnessing curiosity and developing both open- and closed-ended questions **TCC1, CCE3, DE1**
- Review research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, developing guiding questions, and citing material **TCC1, TI2, P2**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2**
- Reinforce positive peer feedback strategies for writing and group activities **P2**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **DE1, P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **DE1, P2**

**Teacher Resources:** Los Angeles Daily News [article on Babe Ruth as the first sports celebrity](#); Chicago Tribune [column on the impact of ESPN](#); “Hoop Schemes” episode of “Bad Sport” series on Netflix; New York Times [article on women receiving equal pay for the first time at the 1973 U.S. Open](#); Time [article on U.S. women’s soccer earning equal pay](#); Newsela articles on [NIL deals at the college](#) and [high school levels](#); ideas by the Civic Educator on [how to run a mock Congressional hearing](#); course materials from “[Sports and Society](#)” by Coursera and Duke University; [Nonnewaug LMC databases and resources](#)

## Unit 4 - Sports, STEM, and Health

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- **INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- **INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

#### Common Core State Standards

- **CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can formulate and investigate probing questions to further my learning. **T13**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**



- I can evaluate different approaches and justify the best pathway to success. **AA1**

**Understandings:** Students will understand that...

- Sports have changed drastically over the past century, going from leisure-based activities with little regulation, specialized training, or business opportunities into a highly popular, regulated, competitive, and lucrative industry with pros and cons.
- Competitive sports can both positively and negatively impact athletes' mental health, and speaking out about mental health struggles was seen as taboo in both sports and society until recently.
- Advanced statistics, analytics, and algorithms continue to shift the strategy of sports, the manner in which teams are constructed, and the way athletes' success is viewed, which generates debate between traditionalists and modernists.
- Comparing people from different eras can be challenging because of different standards in each time period, although this fuels timeless debate.
- Youth sports have shifted from a largely recreational and multi-sport approach to one where children are often pressured to specialize in one sport at a high level, which can lead to college scholarships but also burnout and injuries.
- Modern science and training have produced bigger, stronger, and faster athletes as well as more advanced equipment, but they've also raised questions about cheating, safety, ethics, fairness, and the limits of physical human achievement.

**Essential Questions:**

- Have sports changed over the past century for the better or worse?
- How should society view mental health, especially in sports?
- Can we fairly assess and compare people from different eras?
- Who is the greatest athlete of all time?
- Are algorithms and analytics doing more to hurt or help sports and society?
- Should athletes be allowed to use performance-enhancing drugs?
- When will we reach the limits of human achievement with regard to records?
- Do the benefits of youth sports specialization outweigh the detriments?

**Students will know...**

- The development of leagues and governing bodies, such as Major League Baseball, the International Olympic Committee, FIFA, the National Football League, and the National Collegiate Athletic Association helped standardize rules for sports and organize competition starting around the turn of the century.
- Some characteristics of modern sports include specialization in training and positions, standardized rules, a preoccupation with

**Students will be able to...**

- Steer an inquiry-based learning process from start to finish.
- Refine criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings.
- Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.

<p>records, and strong connection with business and media.</p> <ul style="list-style-type: none"> <li>• Athletes such as Simone Biles and Naomi Osaka speaking out about mental health in 2021 began to reduce the stigma around athletes' mental well-being.</li> <li>• The sports industry is one of many that now relies heavily on analytics, which can be seen in its mixed impacts in changing the strategy in sports such as baseball, basketball, and football.</li> <li>• Youth sports have turned into a big business of their own as parents look toward college scholarships, although only 2% of high school athletes end up receiving some form of athletic scholarship.</li> <li>• The rise of performance-enhancing drugs in the late 1900s tainted numerous sports, especially the Olympics, the Tour de France, and baseball.</li> <li>• Increased awareness of head injuries and concussions, and the still-to-be-understood syndrome of CTE, threatens the future of some sports, such as football and boxing.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with classmates to set and achieve goals while developing leadership skills.</li> <li>• Critically analyze written and visual sources, considering strengths and weaknesses of the source material.</li> <li>• Engage respectfully in discussions, acknowledging similar and different perspectives.</li> <li>• Develop and defend a multi-faceted argument using relevant evidence from credible sources.</li> <li>• Ask questions to drive learning and challenge the viewpoints of others.</li> <li>• Reflect upon successes and shortcomings of prior work and use those reflections to inform changes.</li> <li>• Connect all learning in a course by exploring different pathways and using trial and error.</li> <li>• Discuss key people, events, and concepts related to sports and STEM issues.</li> </ul>
<p><b>Key Vocabulary:</b> governing body; International Olympic Committee; specialized training; mental health; Simone Biles; Naomi Osaka; analytics; sabermetrics; algorithm; shift; wins above replacement (WAR); historical revisionism; performance-enhancing drugs; Ben Johnson; Steroid Era; Barry Bonds; Tour de France; Lance Armstrong; scholarship; specialization; concussion; chronic traumatic encephalopathy (CTE)</p>	
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Summative:</b> Students will complete individual “trees of reasoning” on the question, “Have sports changed over the past century for the better or worse?” Students will do research to develop a thesis and then include sub-claims and pieces of evidence to prove their point. Graphics will be posted around the room for a gallery walk and discussion. <b>TCC2, CCE4, DE1, AA1</b></li> <li>• <b>Summative:</b> Inquiry-based final project in which students will choose a topic, develop their own research question and thesis, and complete a “visual thesis” presentation using images and text to support their claim. Students will present their projects. <b>TCC2, CCE4, DE1, TI3, AA1</b></li> <li>• <b>Final exam:</b> Students will complete a hexagonal thinking activity</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Interim:</b> Small groups of students will choose two comparable athletes from the same sport who played in different generations. They must develop criteria by which they will assess each athlete, research available information, and defend a claim about which athlete is the best while also acknowledging limitations of their claim. Students will then engage in a debate to determine the greatest athlete in history. <b>TCC2, CCE4, DE1, TI3, P2, AA1</b></li> <li>• <b>Interim:</b> Mini-debates (one-on-one, two-on-two, etc.) on questions proposed by students and/or essential questions. <b>TCC2, CCE4, DE1, TI3, P2, AA1</b></li> </ul>

in which they must make a visual arrangement demonstrating how 25 key concepts from the course are related to each other, then use the arrangement to write a short essay on the question, “How do sports reflect values, trends, and movements in society?” **CCE4, TI3, P2, AA1**

### Learning Plan

- Use the Question Formulation Technique to scaffold development of research questions **TI3, P2, AA1**
- Review research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, developing guiding questions, and citing material **TCC2, TI3**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Reinforce positive peer feedback strategies for writing and group activities **P2**
- Reading assignments with SAT-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE1**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE1**

**Teacher Resources:** academic journal [article on the origins of the NCAA](#); The Flip Side [debate materials on Simone Biles’ mental health-related withdrawal from the 2021 Tokyo Olympics](#); video clips from the Dan Patrick Show about [comparing athletes from different eras](#); Axios [charts on analytics’ impact in major sports](#); Washington Post [column on baseball analytics](#); [NCAA recruiting facts](#); National Athletic Trainers’ Association [article on youth sports specialization](#); CommonLit [article on concussions](#); sample guidelines for a [“tree of reasoning” assessment](#); [Question Formulation Technique](#); [template for visual thesis project](#) (and [sample project](#)); template for [hexagonal thinking project](#); course materials from [“Sports and Society”](#) by Coursera and Duke University; [Nonnewaug LMC databases and resources](#)